

# Empowering Future Changemakers: Advancing Impact-driven Entrepreneurship Education for Youth

Developed by WP4 of IDEEC, led by Inky Bruynse and Silvia Gabrielli

The IDEEC project policy and impact section provides **actionable recommendations for policymakers, school leaders, and teachers.**

**Policymakers** are encouraged to integrate social entrepreneurship into the national curriculum, invest in teacher professional development, and provide resources and incentives to support schools in implementing impact entrepreneurship education.

**School leaders** are advised to prioritize social entrepreneurship / impact entrepreneurship within their school vision, allocate resources for teacher training, and foster a culture of innovation.

**Teachers** are urged to incorporate social or impact entrepreneurship into existing subjects, adopt active learning strategies like project-based learning and design thinking, and leverage available resources such as the IDEEC framework.

### **Call to Actions for Schools and Educators**

- Use the IDEEC toolkit to develop interdisciplinary projects around "People, Planet, Profit".
- Pilot teacher-led design labs to adapt IDEEC content to local curriculum constraints.
- Form peer communities of practice to exchange strategies and resources.

### **Call to Action For Policymakers**

- Introduce national or regional strategies for impact-driven entrepreneurship education.
- Link IDEEC with existing frameworks: EntreComp, GreenComp, Global Citizenship Education.
- Fund teacher training programs with a focus on ethical, sustainable entrepreneurship.

### **Call to action for the IDEEC Consortium**

- Create a "Pathways to Practice" guide showcasing how each country integrated IDEEC principles across different curriculum subjects.
- Develop shared metrics and indicators for evaluating impact at school level.

Advocate jointly for EU-level policy support and recognition for social entrepreneurship in early education.

# Empowering Future Changemakers: Advancing Impact-driven Entrepreneurship Education for Youth

## 1. Policy Summary

**As societies are increasingly complex and challenges are interrelated** (climate change, growing social inequality, youth unemployment, and declining civic engagement), traditional approaches to education and economic development are no longer sufficient. There is a growing need to equip the next generation with the skills, attitudes, and values required to drive **sustainable, inclusive development**. **Impact-driven entrepreneurship education (EE)** offers a powerful response to this need. Promoting impact-driven entrepreneurship means finding solutions to societal challenges, such as climate change, inequality, and economic instability, in an entrepreneurial way.

The European project **Impact-Driven Entrepreneurship Education for Children (IDEEC)**, funded by the Erasmus+ programme, promotes impact-driven entrepreneurship education (EE) to equip young people to address global challenges. Drawing from international best practices and rigorous testing in five partner countries (Netherlands, Spain, Italy, Australia and Scotland), IDEEC has developed effective methods and practical tools, proving beneficial for educators, students, and communities.

**This policy brief advocates clear, actionable recommendations to policymakers to embed impact-driven EE into educational frameworks.**

The document explores how social entrepreneurship education is promoted at EU and international level, with good practices and examples from partner countries of the IDEEC project. An analysis of regional and national contexts has been conducted in the 5 partner countries (Netherlands, Spain, Italy, Australia and Scotland), highlighting relevant stakeholders and programmes and initiatives linked to entrepreneurship education. Key findings are included in the 5 country reports, attached as annexes.

## 2. Building momentum for Social Entrepreneurship Education: turning vision into action

To unlock the potential of impact-driven entrepreneurship education, coordinated action is needed at every level of the education ecosystem.

**Policymakers** have a vital role in scaling initiatives of social EE. The IDEEC team calls on them to introduce national or regional strategies that institutionalize impact-driven entrepreneurship education, align with existing frameworks such as **EntreComp**, **GreenComp**, and **Global Citizenship Education**, and provide targeted opportunities and funding for **teacher training programs** focused on ethical, social and sustainable entrepreneurship.

**Educators and schools** are encouraged to take a proactive role by **integrating impact-driven entrepreneurship into teaching practices and formal education**. This can include embedding impact-driven content into existing subjects, designing interdisciplinary projects centered on "People, Planet, Profit", and dedicating specific timetable slots to entrepreneurship education.

The IDEEC team offers a free, practical **Toolkit** to support these programs, which can be adapted freely for different contexts by teachers and educators, also with **teacher-led design labs** to adapt IDEEC content to local curriculum constraints.

We encourage schools and educators to form **communities of practice** for a peer-to-peer exchange of strategies and resources to promote impact-driven EE.

The **IDEEC consortium** commits to support the promotion of these programs and initiatives, developing a "Pathways to Practice" guide showcasing how each country integrated IDEEC materials and results in formal and non formal education systems. IDEEC partners are aware that **measurability** is key for the development of innovative policies and programs: that is why they commit to develop shared metrics and indicators for evaluating impact, especially at school level.

Through national and international actions, IDEEC partners advocate jointly for EU-level recognition and support of social entrepreneurship from early education onwards.

By investing in impact-driven entrepreneurship education, we equip future generations with the skills, values, and mindsets to build a more inclusive, just, and sustainable world.

### 3. Rethinking education in a changing world

In recent years, **growing global challenges**, from climate change to social inequality and vulnerabilities, have underscored the urgent need to equip the next generation with the skills and mindset to drive positive and sustainable change. **Impact entrepreneurship education** offers a powerful response to this need, empowering children and young people to develop creative solutions to real-world problems, while cultivating entrepreneurial thinking and social responsibility.

It combines the principles of social entrepreneurship with those of socially responsible business practices. While socially responsible entrepreneurship operates within a traditional profit-oriented framework, it increasingly emphasizes long-term shared value creation, not only for customers, employees, and investors, but for society as a whole. That is why, impact-driven entrepreneurship has a great potential to provide solutions to some of society's most pressing problems

**To unlock its full potential, it must become a mainstream path, and for IDEEC partners this begins with education.** By introducing children and young people to entrepreneurial thinking rooted in societal impact, we can equip the next generation with the mindset and tools to create innovative, inclusive, and sustainable solutions for the future.

This policy brief has been developed to inform and engage policy and decision makers on the benefits of impact entrepreneurship education. The brief includes key insights from the project **Impact Driven Entrepreneurship Education for Children (IDEEC)**, with reflections and recommendations from the 5 partners' countries (Netherlands, Spain, Italy, Australia and Scotland).

#### **The IDEEC project**

The project Impact-Driven Entrepreneurship Education for Children (IDEEC) focuses on educating children to face the environmental and social challenges around them, by developing entrepreneurial skills which they can use as a '**force for good**'. Through collaboration between educators, researchers, policy partners and practitioners, IDEEC demonstrates how targeted educational programs can cultivate a generation of socially conscious innovators. Results of the project include:

**IDEEC Competence Framework:** specific framework of 9 competencies that provides guidelines for educators wishing to develop impact driven entrepreneurship education programs for students. It represents a bridge among the two key drivers of sustainability and entrepreneurship, highlighting those competences that are most valuable to create positive impact through business.

**IDEEC Didactic Principle Guide:** pedagogical guidelines for developing and delivering the educational programs in an adequate and effective way, supporting the teaching and learning within the program

**IDEEC Toolkit:** a tool with practical easy-to-use activities for an impact-driven EE program in classrooms, targeted to two different age groups: 9-12 and 12-15. Activities have been tested in schools in partner countries, inputs and feedback have been used to improve their effectiveness and clarity. The toolkit includes single activities, suggestions for full programs, and tools to measure impact.

The partnership is composed of **impact-driven education providers**, with pioneering impact-driven education programs around the world, and **policy partners**, cooperating together internationally to exchange experiences and develop new knowledge and tools to enrich resources and develop programs dedicated to impact-driven entrepreneurship education. In particular, the IDEEC partnership is composed of:

- **Amsterdam University of Applied Sciences (NL)**
- **City of Amsterdam (NL)**
- **Fawaka School of Entrepreneurship (NL)**
- **Junta de Extremadura (ES)**
- **Foundation of the University of Cantabria for the study and research of the financial sector (ES)**
- **Invento Innovation Lab Social Enterprise s.r.l. (IT)**
- **E35 Foundation for international projects (IT)**
- **Future Anything Pty Ltd (AU)**
- **Social Enterprise Academy International CIC (UK)**

#### **4. A policy tool for long-term social value: why invest in Impact-driven Entrepreneurship Education?**

Impact-driven EE encourages students to see entrepreneurship not merely as a vehicle for financial gain, but as a tool to **create shared value for individuals, communities, and the planet**. By embedding this approach into formal education from an early age, we can catalyze multiple levels of positive transformation, from personal development to systemic economic and social change.

Programs focused on impact entrepreneurship have shown to increase students' critical thinking, problem-solving abilities, collaboration skills, and motivation to contribute meaningfully to society. These outcomes not only benefit individual learners but also support broader economic resilience and innovation at a systemic level.

Impact-driven entrepreneurship education is moreover deeply aligned with the development of **citizenship competencies**. By encouraging young people to identify societal challenges, propose solutions, and take initiative in their communities, this educational approach fosters a sense of responsibility, participation, and agency, which are core elements of active citizenship. It promotes values such as solidarity, sustainability, and democratic engagement, empowering students to act not only as future professionals, but also as conscious, committed citizens. In this way, impact-driven EE goes beyond business skills: it cultivates the attitudes and abilities needed to contribute meaningfully to society and strengthen democratic life.

- **Developing future-ready skills and mindsets**

Integrating impact-driven entrepreneurship into school curricula fosters essential **transversal skills** such as critical thinking, creativity, problem-solving, empathy, leadership, and risk management. These skills are not only vital for future employment, especially in the context of the green and digital transitions, but also for **active citizenship and lifelong adaptability**.

Children who are exposed to entrepreneurial thinking from a young age grow up with a **mindset oriented toward innovation, opportunity recognition, and responsible action**. This foundation enhances their ability to navigate uncertainty, initiate change, and engage constructively with the world around them. They develop confidence in their ability to adapt, take initiative, and recover from setbacks. All these competencies make them ready for the labour market and its current and upcoming transformations.

- **Empowering future entrepreneurs, fostering social and environmental impact**

Introducing children to impact-driven entrepreneurship encourages them to consider the consequences of their actions on people and the planet. This contributes directly to the creation of more inclusive, ethical, and ecologically responsible economies. From a policy perspective, this aligns with broader sustainability goals and supports the transition towards a fairer, greener society. Policymakers can thus cultivate a new generation of socially committed innovators who will actively contribute to the public good while building sustainable enterprises.

- **Strengthening local engagement of young people**

Through engaging with real-life issues in their communities, students develop a deep sense of **local rootedness and civic responsibility**. Impact-driven EE encourages young people to **observe, question, and address challenges in their immediate surroundings**, creating solutions that are locally relevant and socially embedded.

By engaging with local issues, whether social, environmental, or economic, students build strong ties to their communities and learn to act as agents of change.

Policymakers benefit from nurturing place-based innovation and civic participation, which in turn strengthens local economies and social cohesion.

- **Empowering children and teachers**

Impact-driven EE shifts the traditional dynamic in classrooms by making children active participants in their learning journeys and agents of change in their communities. In this model, teachers act not as sole providers of knowledge, but as **facilitators** who empower students to explore real-world problems and co-create meaningful solutions.

This pedagogical transformation requires **specific teacher training and professional development**. Investing in educators' capacity to guide and inspire entrepreneurial learning with a social mission is crucial. It enables schools to become incubators of empowerment, not only for students but for teachers themselves, enhancing professional satisfaction and innovation in teaching practice.

Moreover, the promotion of impact-driven entrepreneurship education programs can increase the attention for social, impact-driven entrepreneurship in schools at international level, thus creating a widespread benefit for communities and societies as a whole.

- **Creating multiple forms of value for policymakers**

For policy makers, investing in impact-driven entrepreneurship education represents an opportunity to **generate multiple forms of public value** (economic, social, and civic). It helps develop professionals that are not only technically skilled but also socially conscious and future-oriented. This reduces long-term costs related to youth disengagement, unemployment, and social exclusion, while boosting innovation, local development, and civic participation.

- **Shaping a common language around impact-driven EE**

As the concept of impact-driven entrepreneurship grows, so does the need for **a common language and shared educational framework**. The IDEEC project contributes directly to this goal by developing methodologies, teaching materials, and learning objectives that can be adapted across European education systems. A shared language around impact entrepreneurship facilitates cross-border collaboration, knowledge transfer, and policy alignment, supporting the vision of a more integrated and purpose-driven European education landscape.



- **Building values-based economies**

Impact-driven EE prepares students to launch or contribute to enterprises that balance purpose and profit. It lays the foundation for new generations of social enterprises, local startups, and skilled professionals who can contribute to resilient, mission-driven economic ecosystems. These enterprises are better equipped to address long-term social and environmental challenges while also fostering sustainable economic growth. These outcomes translate into increased employment opportunities, reduced inequality, and a more dynamic and inclusive economic fabric. This supports EU and global policy goals related to sustainable development, green transitions, and social cohesion.

According to the 2020 “Policy Brief on Recent Developments in Youth Entrepreneurship” (European Commission & OECD), entrepreneurship provides a vital alternative entry point into the labour market, particularly for youth facing barriers to traditional employment. Early investment in entrepreneurship education thus leads to long-term returns in the form of job creation, innovation, and regional economic resilience.

## 5. Making it happen: what can you do as a policy maker?

While educational systems differ significantly across countries, with education being a national responsibility in some, like Italy, and decentralized in others, such as Spain, it remains challenging to identify universal solutions. These structural differences highlight the complexity of designing universally applicable policies and initiatives. However, despite these variations, there is a **shared and urgent need** to establish educational opportunities in all contexts that foster the development of competencies related to impact-driven entrepreneurship.

The following recommendations emerged from the joint work carried out internationally, and aim to offer a first guidance for policymakers and stakeholders to promote impact-driven EE in formal and non-formal educational paths, that are applicable to different contexts:

- **Activate School Leaders:** as school leaders play a crucial role in embedding entrepreneurship within the curriculum and motivating both teachers and students, their involvement is crucial to drive change, starting from schools. You can think of inviting them to participate in thematic conferences or introduce them to local/regional/national and international educational networks who are active on the topic of impact-driven entrepreneurship education. This will

involve them personally and increase their motivation to engage in promoting the topic, while also serving as an amplifier for other schools

- **Promote experimentation through pilot projects:** To build momentum, IDEEC consortium suggests starting with small-scale pilot projects and bottom-up experimentation, especially engaging multiple actors at local level (e.g. social entrepreneurs, teachers, educators, associations, ...) These initiatives provide valuable insights and create models that can be adapted, replicated and scaled over time, as well as valid example from the local to the international level.
- **Guide schools towards existing opportunities:** you can invite schools to join current programs and initiatives aimed at promoting an entrepreneurial culture with social impact. Think of fairs, working groups, programs that are already active, and could be valuable for schools and students.  
The invitation can be done for example through official communications such as letters, emails, and network outreach, highlighting the added value for schools to engage in such initiatives.
- **Offer training opportunities for teachers and educators:** the need emerged from different countries to have specific, targeted training opportunities for teachers and educators. This is fundamental to equip educators with skills and tools needed to deliver quality social entrepreneurship education. Teaching methods need to evolve in most countries, with models based on challenges, project work, and real-life simulations. In this transformation, teacher training will be crucial, as we cannot expect students to innovate if we do not first innovate the way content is taught.
- **Include impact-driven EE in new policies:** it is essential for new policies to clearly state the need for the institutionalization of impact-driven entrepreneurship initiatives across schools and education systems, considering the fast-changing societies we are living in. We need to overcome the idea that entrepreneurship only concerns the economy or business creation. Rather, it is about shaping informed citizens capable of transforming ideas into concrete projects, with a positive impact on the community. By introducing impact-driven EE into new policies, we guarantee equal access to educational paths in line with current social, environmental and economic challenges, and we promote a force for change towards a more sustainable society.
- **Foster cross-sector collaboration through networks and innovative partnership:** we are aware that effective entrepreneurship education requires an integrated approach involving the public sector, private companies, NGOs, universities, and socially responsible businesses. Such partnerships foster

resource sharing, innovation, and alignment of goals. As policy makers, we invite you to promote innovative collaborations, starting from the local level, to ensure a continuous innovation of educational opportunities and tools available.

Together, these recommendations provide a roadmap for policymakers, educators, and stakeholders to collaboratively foster an education system that empowers youth to become impact-driven entrepreneurs and changemakers.

## 6. Framing the Future: how global and European policies support EE

Promoting education for social and impact-driven entrepreneurship is increasingly seen as a key lever to address today's complex environmental and social challenges. A wide range of European and international policy frameworks are now aligning around this vision, supporting entrepreneurial learning that nurtures civic engagement, sustainability, and personal empowerment.

### **European priorities: skills, sustainability and green transition**

- The *New Skills Agenda for Europe* underlines the need to equip individuals with key competencies for the green and digital transitions, fostering adaptability, creativity, and a sense of initiative.
- The *EU Green Deal* frames entrepreneurship not only as an engine of economic growth but also as a critical enabler of climate action, circular economy, and social inclusion—areas where social entrepreneurship plays a pivotal role.
- The *Erasmus+ Programme* further supports this agenda by promoting innovation in education and transnational cooperation, offering concrete opportunities for youth and educators to engage in experiential learning and social enterprise development.

### **Alignment with global frameworks**

- The *Sustainable Development Goals* (SDGs) call for systemic change, and the education of responsible, empathetic, and empowered citizens is key to achieve it
- The *Inner Development Goals* (IDGs) highlight personal skills (like empathy, reflection, and resilience) as essential complements to global action. Striving for global sustainability without personal transformation is unlikely to be effective. In this sense, the Inner Development Goals (IDGs) can serve as a catalyst to accelerate progress toward the SDGs.

## SUSTAINABLE DEVELOPMENT GOALS



Sustainable Development Goals



Inner Development Goals

## EntreComp and the key competences for social entrepreneurship

*EntreComp Framework* provides structured guidance for embedding entrepreneurial learning across all levels of education. It promotes a broad understanding of **entrepreneurship**, as a skill that supports personal growth and that can bring meaningful contributions to society. The framework focuses on:

- The central role of transversal skills (collaboration, ethical thinking, mobilizing resources)
- Value beyond business creation: impact-driven EE empowers children and young people with life skills
- Alignment with soft skills to educate future social innovators

## An ecosystem of policy instruments at multiple governance levels

- The [EU Action Plan on the Social Economy \(2021\)](#) explicitly calls for the promotion of social economy principles through education and training, recognizing the sector's role in advancing fairer and more sustainable economic models.
- The [ILO Resolution on Decent Work and the Social and Solidarity Economy \(2022\)](#) highlights the importance of supporting educational pathways that lead to quality employment within values-driven enterprises.
- In 2022, the [OECD Recommendation on the Social and Solidarity Economy and Social Innovation](#) reinforced this approach by calling on governments to develop supportive education and skills policies to unlock the transformative potential of the social economy.
- This momentum culminated in the *first-ever UN Resolution on the Social and Solidarity Economy (2023, [adapted in 2024](#))*, which provides global recognition of the sector and its relevance for inclusive development, urging Member States to promote awareness and capacity-building, including through formal and informal education.

Moreover:

- the *African Union's 10-Year Strategy on the Social and Solidarity Economy (2024)* integrates social economy principles into national development strategies, including through entrepreneurship education, youth empowerment, and curriculum reform.
- [Scotland's Social Enterprise Strategy 2016–2026](#) includes a dedicated focus on building a pipeline of future social entrepreneurs through education at all levels, while also promoting partnerships between schools, social enterprises, and local communities.
- The [Amsterdam Impact Strategy](#) positions the city as a hub for inclusive innovation, with policies that support impact entrepreneurship through education, incubation, and collaboration with universities and schools.

## 7. What works, what's missing: lessons from country-level research

The context analysis conducted in each country focused on identifying existing **challenges, barriers and opportunities** related to the development and implementation of educational programs promoting impact entrepreneurship.

Moreover, the research included the mapping of key stakeholders (educational institutions and educational providers, policymakers, NGOs, social enterprises, ...) already active or relevant in this domain. Partners explored different possibilities to introduce impact-driven EE in formal and non-formal education, examining frameworks, current policies and initiatives, and available support structures.

The findings from each country were compiled into individual **country reports**, which are attached to this policy brief. These reports offer an overview of the situation in each

participating country, with valuable information for policymakers and practitioners who want to promote interventions in their local contexts.

IDEEC team is convinced that the process carried out in each participating country can inspire coherent and collaborative strategies, both national and cross-country, for the advancement of impact-driven entrepreneurship education.

Each partner involved policy and decision makers, principals and school leaders, teachers and educators in national discussions aimed to understand how impact-driven EE is present, who are the actors involved, and what are common challenges and opportunities. A comparative cross-country analysis revealed:

**Common opportunities** to promote impact-driven EE:

- **Cross-curricular integration** is the most feasible route in all countries, typically via **Citizenship, Sustainability, Global Citizenship**, working directly through each of the 9 competences
- There is a growing awareness of the **need to move beyond traditional business** models to social and impact-driven entrepreneurship
- **Non-formal programs** are often ahead of formal systems, offering models for expansion

**Common challenges:**

- **Lack of teacher training** and confidence among teachers to promote programs on social EE
- **Curriculum pressure** and limited time to integrate new themes in pre-fixed school curricula
- **Fragmentation**: promising programs exist in all countries analyzed, but **aren't scaled** or structurally embedded in the formal system
- **Policy lag**: No country has yet achieved a cohesive national policy framework for entrepreneurship education, specifically for children and youngsters aged 9-15

Furthermore, it is interesting to notice how notable **regional differences** were identified in terms of policies and initiatives related to impact-driven entrepreneurship education in some countries. This was particularly evident in Spain and Australia, where regional governments play a significant role in shaping education policy. As a result, opportunities, challenges, and levels of integration vary across regions, underscoring the importance of context-specific approaches when designing and implementing educational programs in these countries.

*More information on main findings from different countries in Annex 1 and on [www.ideec.eu/impact](http://www.ideec.eu/impact)*

## 8. From context to action: country-level actions for driving Impact Entrepreneurship Education

The country reports and the underlying analysis led to the development of targeted, concrete recommendations aimed at advancing impact-driven entrepreneurship education across diverse contexts. While each set of recommendations addresses the needs of various stakeholders (such as policymakers, school leaders, and educators) this section provides a consolidated summary of the most relevant and transferable insights emerging from each country. For detailed, stakeholder-specific recommendations and contextual nuances, we invite readers to consult the full country reports included in the annex.

### **Australia**

- Integrate social entrepreneurship into Australian Curriculum general capabilities (e.g., critical thinking, ethical understanding).
- Provide professional development for teachers.
- Create policy frameworks that recognize and support impact entrepreneurship as a key future competency.

### **Italy**

- Embed social and sustainable entrepreneurship in Civic Education and STEM subjects.
- Create teacher certification pathways in entrepreneurship education.
- Use EU frameworks (EntreComp, GreenComp) as structural guides for national curriculum development.
- Incentivize schools to collaborate with local social enterprises, for example through regional funding.

### **Netherlands**

- Embed social and sustainable entrepreneurship in Global Citizenship and life skills education.
- Develop teacher learning communities with shared resources and CPD support.
- Encourage cross-sector collaboration between schools, local governments, and social enterprise hubs.
- Monitor implementation via regional or national pilot programs.

**Scotland**

- Clarify and strengthen the place of social entrepreneurship within CfE and LfS.
- Support teachers through targeted CPD and peer learning networks.
- Scale up non-formal enterprise initiatives by embedding them into local education plans.
- Align with national youth employment and sustainability goals.

**Spain**

- National coordination to ensure equity of access across regions.
- Expand primary-level teacher training in impact-driven entrepreneurship.
- Integrate social entrepreneurship into values, ethics, and citizenship education.
- Leverage Spain's strong civic and social sector for partnership and project-based learning.



## 9. Appendix and further resources

**EntreComp: The Entrepreneurship Competence Framework:** [https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework\\_en](https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en)

**UN Sustainable Development Goals:** <https://sdgs.un.org/goals>

**Inner Development Goals:** <https://innerdevelopmentgoals.org/>

**IDEEC project:** <https://ideec.eu/>

### **Appendix 1 – Main findings from partner countries**

*For further details, please visit [www.ideec.eu/impact](http://www.ideec.eu/impact) and download the Country reports*

## **Australia – Summary of Findings**

### **Formal Curriculum Opportunities**

- Current integration: Social entrepreneurship is not systematically embedded in the national curriculum for students aged 9–15.
- Potential: There is space within cross-curricular priorities (like sustainability and civics) and project-based learning models to integrate entrepreneurship themes.
- Gap: Lack of explicit learning outcomes tied to entrepreneurship in the formal curriculum.

### **Non-Formal Opportunities**

- Schools often rely on extracurricular programs, competitions, or partnerships with local organizations.
- Programs such as Future Anything, Young Change Agents and FYA's Innovation Toolkit are leveraged, but these are inconsistently accessed across schools.

### **Challenges**

- Teacher training: Many teachers feel unprepared to deliver entrepreneurship education.
- Policy vacuum: No national policy mandate or structured guidelines for embedding entrepreneurship in schooling.
- Resource inconsistency: Quality and accessibility of teaching materials vary significantly.

### **Best Practice**

- Future Anything
- Young Change Agents: Offers real-world challenges with a social impact lens, linked to student agency.
- Partnerships: Collaboration with local social enterprises enriches practical learning.

## **Italy – Summary of Findings**

### **Formal Curriculum Opportunities**

- Limited national coherence: Entrepreneurship education is not embedded consistently across the curriculum.
- Civic Education offers a potential entry point for integrating social entrepreneurship themes.
- EU-aligned frameworks like EntreComp and GreenComp are recognized but not widely implemented.

### **Non-Formal Opportunities**

- Extracurricular initiatives: Various local projects promote entrepreneurship outside the curriculum, often in collaboration with B Corps, municipalities, or NGOs.
- Uneven access across regions – wealthier or urban areas have more partnerships and resources.

### **Challenges**

- Teacher preparation: Lack of structured training on entrepreneurship.
- Policy fragmentation: No centralized or consistent approach to embedding EE across schools.
- Curriculum overload: Difficulty in adding new content to an already full curriculum.

### **Best Practice**

- Local partnerships: Collaborations with B Corps and social cooperatives provide impactful, real-life entrepreneurial contexts.
- Schools working with EU initiatives that support green and digital transformation as part of EE.

## **Netherlands – Summary of Findings**

### **Formal Curriculum Opportunities**

- Social entrepreneurship is not yet embedded in the national curriculum at the primary or lower secondary level (ages 9–15).
- However, Global Citizenship Education and economics lessons are identified as potential integration points.
- There is growing awareness in higher education, but this has not filtered down to primary/lower secondary levels.

### **Non-Formal Opportunities**

- A number of municipal and NGO-led initiatives offer after-school or cross-disciplinary entrepreneurship programs.
- Schools participate in pilot projects and competitions, but these are fragmented and short-term.

### **Challenges**

- Structural disconnect: While policy interest exists at higher levels, there's no implementation strategy for earlier schooling stages.
- Teacher discomfort with non-traditional topics like sustainability and entrepreneurship.
- Lack of monitoring and evaluation mechanisms to track progress or outcomes in entrepreneurship education.

### **Best Practice**

- Youth participation initiatives in cities like Amsterdam and Rotterdam include entrepreneurial thinking within broader themes like urban innovation, inclusion, and climate action.
- Use of existing networks (e.g. NIVOZ, Stichting Leerplanontwikkeling) to explore meaningful learning environments.

## **Scotland – Summary of Findings**

### **Formal Curriculum Opportunities**

- Scotland has strong national frameworks such as:
- Learning for Sustainability (LfS)
- Career Education Standard (CES)
- These frameworks implicitly support social entrepreneurship but lack explicit guidance or structured progression for ages 9–15.
- Curriculum for Excellence (CfE) offers flexibility that allows teachers to integrate impact themes cross-curricularly.

### **Non-Formal Opportunities**

- A well-developed ecosystem of youth enterprise organizations (e.g. Young Enterprise Scotland, Social Enterprise Academy).
- Strong policy and institutional support for third-sector engagement in schools.
- Wider Achievement awards and interdisciplinary projects enable real-world entrepreneurial learning.

### **Challenges**

- Curriculum overload and teacher discretion lead to inconsistency in implementation.
- Lack of teacher training specifically focused on impact-driven or social entrepreneurship.
- Variation in delivery across local authorities.

### **Best Practice**

- Social Enterprise Schools program: integrates enterprise projects with sustainability and community action.
- Use of CfE's interdisciplinary learning spaces to bring together citizenship, enterprise, and sustainability.
- Scotland's national strategy for young people's entrepreneurship aligns well with IDEEC goals.

## **Spain –Summary of findings**

### **Formal Curriculum Opportunities**

- Some regional curricula, notably in Cantabria, incorporate entrepreneurship as a transversal competence.
- Increasing use of project-based learning (PBL) and competencies related to citizenship and inclusion align with social entrepreneurship values.
- Still, there is a gap at primary level (ages 9–12), where entrepreneurship education is rarely formalized.

### **Non-Formal Opportunities**

- Diverse NGO-led programs, municipal youth projects, and after-school innovation labs.
- Schools often take part in EU-funded innovation and entrepreneurship programs, especially in urban areas.

### **Challenges**

- Strong regional disparities: Different levels of access and emphasis across Spain's autonomous communities.
- Teacher capacity and confidence: Limited professional development for delivering entrepreneurial learning.

- Youth unemployment: While it underscores the need for such education, it also pressures schools to focus on traditional academic metrics.

**Best Practice**

- Regional policy leadership (e.g. Cantabria): embedding entrepreneurial competencies in citizenship and ethics education.
- Use of values-based learning and social cohesion frameworks to contextualize entrepreneurship.